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PROJECT HEAD START--SUMMER 1966. FINAL REPORT. SECTION TWO,
FACILITIES AND RESOURCES OF HEAD START CENTERS.

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THIS DOCUMENT IS SECTION 2 OF A 3-PART REPORT BY THE
EDUCATIONAL TESTING SERVICE. THE "CENTER FACILITIES AND
RESOURCES INVENTORY" WAS SENT TO THE DIRECTORS OF 630 HEAD
START CENTERS. THE INVENTORIES WERE TO BE COMPLETED AND
RETURNED TO THE SERVICE SO THAT INFORMATION DESCRIBING THE
GENERAL PHYSICAL FACILITIES AND HUMAN AND PROGRAM RESOURCES
OF HEAD START CENTERS WOULD BE AVAILABLE IN AN ORGANIZED AND
INTELLIGIBLE FORM. INVENTORIES FROM 350 CENTERS WERE
ULTIMATELY RECEIVED. THE INFORMATION IN THESE INVENTORIES WAS
REORGANIZED SO THAT ON ANY ONE CHARACTERISTIC, SUCH AS
"NUMBER OF WORKERS," A FREQUENCY DISTRIBUTION WAS DETERMINED
WHICH REFLECTED THE NUMBERS OF WORKERS IN THE VARIOUS
CENTERS. THIS DOCUMENT IS COMPOSED OF MANY SUCH FREQUENCY
DISTRIBUTION TABLES COVERING THE GENERAL TOPICAL AREAS OF (1)
HEAD START CENTER PHYSICAL FACILITIES, (2) HEAD START CENTER
HUMAN RESOURCES, AND (3) THE NATURE, ORIENTATION, AND GOALS
OF HEAD START PROGRAMS. PRESENTED WITH THE TABLES IS A BRIEF
DISCUSSION AND EXPLANATION OF THE DATA. (WD)

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FINAL REPORT □ SUMMER 1966 □ EDUCATIONAL TESTING SERVICE □ PRINCETON, NEW JERSEY 08540

Project Head Start Summer 1966

Section Two

**Facilities and Resources
of Head Start Centers**

Joseph L. Boyd

FINAL REPORT

PS000264



Final Report under
Contract No. OEO-1359
dated June 15, 1966
between
Educational Testing Service and
The Office of Economic Opportunity

This is one of three sections of the Final Report.

The sections are:

- I. Some Characteristics of Children in the Head Start Program, by Richard H. Williams and E. Elizabeth Stewart.
- II. Facilities and Resources of Head Start Centers, by Joseph L. Boyd.
- III. Pupils and Programs, by George Temp and Scarvia B. Anderson.

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Final Report

PROJECT HEAD START - SUMMER 1966

Section Two:

Facilities and Resources of Head Start Centers

Joseph L. Boyd

PS 000264

Educational Testing Service, Princeton, New Jersey

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INTRODUCTION

The Center Facilities and Resources Inventory, administered by the Center Director, sought descriptive information about the physical facilities and human and program resources available to the center, as well as about the activities carried on. The inventory also sought information about the center's nature, orientation, and goals of the program.

The inventory was called to discover if 630 centers identified in 1963 by the Bureau of the Census. It is assumed that these 630 centers were representative of various types of centers.

BACKGROUND NOTE

The purpose of this report is to summarize data collected on behalf of the Project Head Start Research and Evaluation Division of the Office of Economic Opportunity. The data reported and discussed here were compiled on the Summer 1966 Project Head Start program under provisions of a contract between Educational Testing Service and the OEO.

This section of the report fulfills the requirement to collect data by use of the "Center Facilities and Resources Inventory," and to determine the content and nature of Head Start programs through summary and interpretation of the data. The "Center Facilities and Resources Inventory" was provided to ETS by the Research and Evaluation Division, Project Head Start. The Inventory is shown in the appendix.

Each center in the Census sample of 630 and each responding center was assigned to a cell in the three dimensional pattern. Cell totals were computed for percentages of percentages of corresponding cells for the two samples revealed substantial correspondence of the samples. Marginal and category totals were also computed. Category totals, shown in Table 1, reveal small differences between the percentages in each category of the Census sample and the responding centers. The greatest discrepancy was in the one class center, comprising 21.4 per cent in the Census sample and 16.3 per cent of the respondents. However, five of the 13 differences were less than one per cent and the mean discrepancy was 1.2 per cent.

INTRODUCTION

The Center Facilities and Resources Inventory, addressed to the Center Director, sought descriptive information about the physical facilities and human and program resources available to the center, as well as about the children served. The Inventory also sought information descriptive of the nature, orientation, and goals of the program.

The Inventory was mailed to directors of 630 centers identified to ETS by the Bureau of the Census. It is assumed that these 630 centers were a representative or random sample of the centers established for the Summer 1966 Project Head Start. The Inventories were mailed in August 1966 to the center addresses. Three hundred and twenty-six adequately identified Inventories were returned to ETS. There was no follow-up of non-respondents. At the time of mailing the Inventories, it was known that a number of centers had already closed after completing their programs.

In order to judge the representativeness of the 326 centers from which Inventories were returned as compared with the 630 center Census sample, each center was categorized according to region, population of location, and number of classes in center. Four regional categories were: South, West, North Central, and Northeast, as coded by the Bureau of the Census. The population of location categories were: under 30,000 population, 30,000 to 100,000 population, and more than 100,000. Six center size categories were used: 1 class, 2 classes, 3 classes, 4 classes, 5 to 18 classes, and 19 or more classes.

Each center in the Census sample of 630 and each responding center was assigned to a cell in the three dimensional pattern. Cell totals were converted to percentages. Comparisons of percentages of corresponding cells for the two samples revealed substantial correspondence of the samples. Marginal and category totals were also computed. Category totals, shown in Table 1, reveal small differences between the percentages in each category of the Census sample and the responding centers. The greatest discrepancy was in the one class centers, comprising 21.4 per cent in the Census sample and 16.3 per cent of the respondents. However, five of the 13 differences were less than one per cent and the mean discrepancy was 1.9 per cent.

This look at the 630 center Census sample and the 326 responding centers leads to the conclusion that the respondent group was not substantially biased on the basis of geographic region, population of location, or size of center.

The reports from the 326 centers discussed above were augmented by 24 reports from centers which participated in the intensive classroom study reported as another section of this project. Thus, responses from 350 Head Start Center Directors are discussed in the pages which follow.

Table 1

Per Cent of Centers in Each Category

		Per Cent of N	
Category		Census Sample	Facilities Respondents
		N = 630	N = 326
Region	South	50.3	48.9
	West	11.0	9.9
	North Central	20.8	21.6
	Northeast	17.7	18.5
City Size (Population)	to 30,000	57.4	60.5
	30 - 100,000	11.8	11.1
	100,000 and up	30.8	28.6
Number of Classes	1	21.4	16.3
	2	27.1	24.3
	3	12.5	15.2
	4	10.8	14.5
	5 - 18	24.4	24.6
	19+	3.6	4.0
			Difference
			0.4
			1.1
			1.8
			0.8
			3.1
			0.7
			2.2
			5.1
			2.8
			2.7
			3.7
			0.2
			0.4

HEAD START CENTER STAFFS

The number of paid professional staff members in a Head Start Center ranged from one person to nearly fifty. The mean number of paid professionals in the 325 centers which responded to this question was 7.8. However, the modal number of paid professionals was only 2, reported by 14.5 per cent of the centers. As would be expected, there were more teachers than any other category of paid professional worker. Centers averaged 4.7 teachers, with a maximum of 35 in one center. Fifty-four of the 350 centers (15%) had only one teacher; more centers had two teachers than any other number (24%).

Social workers were the second most frequently occurring category of paid professionals. Two hundred and thirty-six centers (of 350) reported having one or more social worker. But a third of the centers (114) did not have the services of a full-time paid social worker.

It was usual for a center to have one administrator, 204 centers so reported. The largest number of administrators was six at one center; 108 centers had no full-time administrator. In some cases, a "Head Teacher" handled administrative details; in other cases, one administrator directed several centers.

About two-thirds of the centers reported having a nurse on the staff. One hundred eighty-one centers had one nurse; one center had eight nurses. From 130 centers, the response was either "zero" or blank.

Two hundred twenty-three centers reported having paid professional staff member in other categories. The professions included

Speech Therapist

Psychologist

Counselor

Home Economist

It is clear, however, that non-professionals were sometimes included in the "other professional" group. Food service, custodial, and clerical workers were occasionally so treated.

One center reported a rather unusual type of professional worker, a "speech improvement teacher for bilinguals."

Table 2 summarizes the number of centers which had the services of various categories of unpaid staff members.

Table 2
Volunteer (Unpaid) Staff
Number of Centers (N=350)
Reporting Volunteers

	From Neighborhood of Center	From Larger Community
Adult, professional	135	120
Adult, non-professional	249	93
College student	87	54
Teen-age (Sr. and Jr. High School)	201	90
Other	48	19

Tables 3 to 17 are frequency distributions, by category, of the numbers of centers reporting various numbers of workers.

Center directors reported a mean of 14.3 children per teacher, and a mean of 6.8 children for each teacher and aide. In one center, each teacher had only three children, in another she had 29. The range of numbers of children to the combination of teachers and aides ranged from 2 to 23. However, the modal child to teacher ratio was 15, reported by 182 centers. The distribution for teachers plus aides ratio is bimodal, 63 reporting 7 to 1 ratio, 60 reporting 5 to 1. Table 18 is a frequency distribution of the child-adult ratios.

In 48.3 per cent of the centers, teachers were selected by the center directors. Local school boards selected teachers for 32.9 per cent of the centers, and Boards of Education selected for 19.4 per cent of the centers. No other agency was active in teacher selection in more than ten per cent of the centers.

Center directors were asked to consider a list of 21 statements describing qualities of teachers, and to indicate those they considered important and critical. Almost universally they agreed that teachers should "be affectionate and warm" (99%) and should "be enthusiastic" (97%). These percentages are the sums of the "important" and "critical" marks. These two qualities were also the most frequent to be marked as "critical," by 74% and 69% of the directors. All of the 21 statements of criteria for teacher selection were considered important or critical by a majority of the directors. The criteria considered critical by more than 50 per cent, in addition to those noted above, were "be interested in working with parents," "be familiar with the values and patterns of the sub-culture(s) from which the children come," and "have a thorough understanding of child development." The pattern of important and critical criteria are shown in Table 19.

One center director expressed his views on an important point regarding teachers in these words:

"The most critical need of the program is that of properly oriented teachers. We need persons trained in child development and the special needs of disadvantaged children without ignoring the formal demands made by the school on a youngster. The distinction that is critical is that Head Start is neither nursery school nor kindergarten because these are both middle-class oriented."

Table 3

Frequency Distribution - Total Paid Staff

<u>Number of Workers</u>	<u>Number of Centers</u>	<u>Number of Workers</u>	<u>Number of Centers</u>
46	1	17	4
44	1	16	4
39	1	15	4
36	1	14	6
33	1	13	5
32	1	12	6
30	2	11	8
29	2	10	16
28	1	9	19
27	3	8	16
26	3	7	28
25	1	6	24
24	2	5	28
22	1	4	33
21	3	3	27
20	1	2	47
19	3	1	22
Centers Reporting		325	
Number Blank Data		25	
Mean		7.8	

Table 4

Frequency Distribution - Paid Teachers

Number of WorkersNumber of Centers

35	1
29	1
24	2
23	1
22	1
21	2
20	6
19	2
18	1
17	1
15	4
14	2
12	3
11	1
10	8
9	6
8	8
7	11
6	23
5	24
4	52
3	52
2	84
1	54

Centers Reporting

350

Mean

4.7

Table 5

Frequency Distribution - Paid Nurses

<u>Number of Workers</u>	<u>Number of Centers</u>
8	1
5	1
4	6
3	3
2	28
1	181
0	39
Centers Reporting	259
Number Blank Data	91
Mean	1.1

Table 6

Frequency Distribution - Paid Administrators

<u>Number of Workers</u>	<u>Number of Centers</u>
6	1
5	1
4	4
3	9
2	23
1	204
0	16
Centers Reporting	258
Number Blank Data	92
Mean	1.2

Table 7

Frequency Distribution - Paid Social Workers

<u>Number of Workers</u>	<u>Number of Centers</u>
7	1
6	1
5	1
4	4
3	7
2	34
1	188
0	30
Centers Reporting	266
Number Blank Data	84
Mean	1.2

Table 8

Frequency Distribution - Paid Other

<u>Number of Workers</u>	<u>Number of Centers</u>
80	1
35	1
25	1
24	1
23	1
22	1
21	1
20	2
19	2
16	1
15	1
13	1
12	2
11	1
10	8
9	4
8	7
7	9
6	10
5	11
4	17
3	26
2	34
1	59
0	21
Centers Reporting	223
Number Blank Data	127
Mean	4.5

Table 9

Frequency Distribution - Volunteer, Unpaid - Total

<u>Number of Workers</u>	<u>Number of Centers</u>
99	1
85	1
78	1
61	1
59	1
55	1
50	1
49	1
48	1
38	1
35	1
33	1
32	1
30	3
29	1
26	4
25	2
24	1
23	3
21	4
20	3
18	1
17	2
16	1
15	4
14	7
13	5
12	2
11	4
10	10
9	5
8	8
7	5
6	12
5	11
4	18
3	24
2	25
1	25
0	57
Centers Reporting	260
Number Blank Data	90
Mean	8.4

Table 10

Frequency Distribution - Volunteer, Unpaid
Adult Professional (Neighborhood)

<u>Number of Workers</u>	<u>Number of Centers</u>
38	1
37	1
28	1
21	1
13	1
11	1
10	5
8	3
7	3
6	6
5	11
4	4
3	20
2	28
1	49
0	46
Centers Reporting	181
Number Blank Data	169
Mean	2.8

Table 11

Frequency Distribution - Volunteer, Unpaid
Adult Non-Professional (Neighborhood)

<u>Number of Workers</u>	<u>Number of Centers</u>
65	1
60	1
54	1
52	1
41	1
35	1
30	1
28	1
27	1
26	1
25	1
24	3
22	1
21	1
20	3
19	2
18	6
17	1
16	5
15	5
14	4
13	5
12	8
10	7
9	10
8	13
7	7
6	21
5	25
4	38
3	27
2	21
1	25
0	14
Centers Reporting	263
Number Blank Data	87
Mean	7.7

Table 12

Frequency Distribution - Volunteer, Unpaid
College Students (Neighborhood)

<u>Number of Workers</u>	<u>Number of Centers</u>
20	1
10	3
9	1
8	1
6	4
4	3
3	11
2	27
1	36
0	45
Centers Reporting	132
Number Blank Data	218
Mean	1.7

Table 13

Frequency Distribution - Volunteer, Unpaid
Teen-Age (Neighborhood)

<u>Number of Workers</u>	<u>Number of Centers</u>
41	1
35	1
31	1
25	2
23	1
21	1
20	2
19	2
17	1
16	3
15	3
14	1
13	1
12	6
11	1
10	4
9	5
8	11
7	10
6	14
5	14
4	24
3	25
2	37
1	30
0	23
Centers Reporting	224
Number Blank Data	126
Mean	5.2

Table 14

Frequency Distribution - Volunteer, Unpaid
Adult Professional (Community)

<u>Number of Workers</u>	<u>Number of Centers</u>
50	1
37	1
20	1
19	1
16	3
12	1
10	3
9	2
8	5
7	3
6	8
5	6
4	12
3	14
2	26
1	33
0	29
Centers Reporting	149
Number Blank Data	201
Mean	3.7

Table 15

Frequency Distribution - Volunteer, Unpaid
Adult Non-Professional (Community)

<u>Number of Workers</u>	<u>Number of Centers</u>
50	1
25	1
24	1
20	3
17	2
16	1
15	1
13	1
12	1
10	2
9	1
8	3
7	2
6	7
5	6
4	9
3	9
2	20
1	22
0	41
Centers Reporting	134
Number Blank Data	216
Mean	3.8

Table 16
 Frequency Distribution - Volunteer, Unpaid
 College Students (Community)

<u>Number of Workers</u>	<u>Number of Centers</u>
15	4
10	3
8	4
6	1
5	2
4	3
3	9
2	14
1	14
0	37
Centers Reporting	91
Number Blank Data	259
Mean	2.4

Table 17
 Frequency Distribution - Volunteer, Unpaid
 Teen-Age (Community)

Number of WorkersNumber of Centers

95
 25
 20
 16
 15
 14
 13
 12
 10
 9
 8
 7
 6
 5
 4
 3
 2
 1
 0

1
 1
 1
 1
 1
 2
 2
 2
 3
 1
 2
 4
 7
 3
 8
 13
 21
 17
 35

Centers Reporting

125

Number Blank Data

225

Mean

4.1

Table 18

Teachers and Aides in Classroom

Number of Children per Adult	Number of Centers Reporting	
	Teachers only	Teachers and Aides
1		1
2		14
3	1	26
4	2	60
5	4	42
6	2	63
7	4	40
8	3	19
9	3	14
10	6	
11	3	
12	17	
13	18	4
14	20	3
15	182	23
16	29	8
17	21	5
18	26	1
19	9	2
20	25	7
21	7	2
22	3	2
23		1
24		
25		
26	1	
27		
28		
29	1	
Mean child/adult ratio:		6.8
		14.3

Table 19
Criteria for Teacher Selection

A good teacher should:

Per Cent of
Directors Marking

<u>Important</u>	<u>Critical</u>	<u>Total</u>	
24.86	73.71	98.57	be affectionate and warm.
28.86	68.57	97.43	be enthusiastic.
44.00	52.29	96.29	be interested in working with parents.
46.86	47.71	94.57	be firm, but gentle.
39.43	53.71	93.14	be familiar with the values and patterns of the sub-culture(s) from which the children come.
43.43	49.14	92.57	be well-adjusted.
41.43	51.14	92.57	have a thorough understanding of child development.
43.71	48.57	92.28	be able to handle discipline problems without getting flustered.
49.14	42.57	91.71	be informed.
47.71	42.00	89.71	be good at making do with materials at hand.
48.29	40.00	88.29	be flexible enough to be retrained.
56.00	27.71	83.71	be able to utilize supervision well.
54.00	29.71	83.71	be able to manage without much supervision.
50.86	30.00	80.86	have experience in work with deprived youngsters.
42.29	37.43	79.72	have training in work with nursery school age children.
40.29	37.71	78.00	have experience in work with nursery school-age children.
46.57	31.14	77.71	speak the language of the child.
48.57	28.57	77.14	have experience in work with the poor.
51.14	22.57	73.71	have training in work with the poor.
49.14	23.71	72.86	be certified.
42.57	20.57	63.14	be uninhibited.
3.43	5.71	9.14	other.

CHILDREN IN HEAD START CENTERS

The ages of the children served by the reporting centers ranged from less than two and a half years to more than six years. The very young children were, however, the exception; fewer than two per cent were less than four years old. Nearly two out of three (64%) were five and a half or older. There appear to be no significant differences between the age distribution of boys and girls. There were slightly fewer girls than boys—52 per cent of the 24,048 children enumerated by center directors were boys and 48 per cent were girls. The distribution of ages is shown in Table 20.

Table 20

Ages of Children Served by the Centers

	<u>Total</u>	<u>Per Cent</u>
0 - 5 Mths	0	--
6 Mths - 11 Mths	0	--
1 Yr - 1 Yr + 5	0	--
1 Yr + 6 - 1 Yr + 11	0	--
2 Yr - 2 Yr + 5	15	--
2 Yr + 6 - 2 Yr + 11	0	--
3 Yr - 3 Yr + 5	42	.2
3 Yr + 6 - 3 Yr + 11	317	1.3
4 Yr - 4 Yr + 5	1136	4.7
4 Yr + 6 - 4 Yr + 11	2746	11.4
5 Yr - 5 Yr + 5	4338	18.0
5 Yr + 6 - 5 Yr + 11	8104	33.7
6 Yr and over	7350	30.6
Total	24048	

By number of centers, but not necessarily by number of children, Head Start served more in the non-urban areas than in urban areas. Nineteen per cent of the centers served children from large metropolitan (over 500,000) areas. A like percentage of centers served small city (100,000 to 500,000) areas. Of the non-urban categories, 42 per cent of the centers had farm children; 46 per cent had small town children; eight per cent served mountain communities; five per cent had migrant children. Five per cent of the centers had children in other categories.

In 41 (12%) of the centers, it was reported that none of the children spoke English. An additional 23 (7%) of the centers had some children who were non-English speakers. The vast majority of these children were Puerto Rican and Mexican Americans. The percentages of centers having children from these groups were 9 and 15 respectively.

Center directors enumerated 24,454 children as English or non-English speaking. Of these, 21,394 (95%) were English speakers, only 1,060 (5%) did not speak English.

Seventy per cent of the centers had white children; 61 per cent had Negro children. Only six per cent reported having Indian children, and only 13 centers of the 350 (4%) had children of Oriental extraction. Nineteen centers (5%) reported children of "other" ethnic or national backgrounds.

Details of linguistic and ethnic character of Head Start Centers are presented in Table 21.

Table 21
Children Served by Centers

Category*	Number of Children		Centers Having Children in Category	
	Maximum in Any Center	Total	Number	Per Cent
English Speaking	546	21394	309	88.3
Non-English Speaking	132	1060	64	18.3
White	290	8940	244	69.7
Negro	535	14356	213	60.7
Indian	38	178	21	6.0
Eskimo	0	0	0	0.0
Oriental	120	143	13	3.7
Puerto Rican	120	696	30	8.6
Mexican-American	173	1470	53	15.1
Other	314	737	19	5.4

*Categories are not mutually exclusive.

When asked to indicate the behaviors he would be most interested in seeing in a child as a result of his program, center directors most frequently checked "participation in group activities" (93%) and "enjoying other children" (92%). In fact, of 38 statements of behavior, the majority of the directors marked 27 as appropriate educational goals of their programs. The directors strongly rejected "reading" as a goal; only six per cent agreed that it was an appropriate goal. Table 22 shows the goals in order of popularity with the numbers and percentages of those marking each goal.

Table 22

Agreement with Statements of Specific Child Behaviors

Agreement		
Number	Per Cent	
325	92.86	participation in group activities
321	91.71	enjoying other children
309	88.29	being confident of himself
302	86.29	accepting new people without fear
301	86.00	enjoying stories
301	86.00	working and playing cooperatively
298	85.14	feeling secure in a school situation
292	83.43	respecting the rights of others
281	80.29	speaking more
262	74.86	relying on verbal communication more than on gesture
256	73.14	taking turns
254	72.57	sharing ideas and materials
247	70.57	trust of adults
244	69.71	familiarity with books, paper, crayons, pencils, etc.
243	68.43	following directions
229	65.43	using what he knows more effectively
228	65.14	accepting authority
223	63.17	caring for and picking up materials
210	60.00	observing good health practices
210	60.00	accepting group decisions
205	58.57	using good table manners
202	57.71	working independently
199	56.86	observing safety habits
184	52.57	speaking clearly
179	51.14	following effectively
177	50.57	expressing his positive feelings
175	50.00	going to the toilet alone
168	48.00	completing a task before starting another
151	43.14	solving problems
141	40.29	loading effectively
137	39.14	expressing his negative feelings
133	38.00	putting on and taking off his own wraps

Table 22 (con't)

Agreement		
<u>Number</u>	<u>Per Cent</u>	
128	36.57	handling books carefully
126	36.00	thinking logically
125	35.71	tidiness
105	30.00	identifying cause-effect relationships
91	26.00	standing up for his own rights
21	6.00	reading

FACILITIES AND RESOURCES OF HEAD START CENTERS

Typically, a Head Start Center was housed in a school building and used classrooms, the kitchen, and outdoor play areas. Those play areas were adjacent to classrooms and at ground level. There were both shaded and unshaded areas on the grass covered playground, which had permanent outdoor play equipment. These are the terms describing the physical facilities checked by more than 75 per cent of the center directors. As shown in Table 23, in 19 centers the school building was a parochial school. Less frequently used buildings were a church or Sunday School (15 centers), community center (6), renovated private home (4), day care center (3), housing project and store front (1 each), and other (8).

More than half of the centers (57%) had use of the nurse's room or other first-aid facility. Forty-two per cent of the centers made use of an activities room. Of the play areas, 42 per cent had open fields, 43 per cent had some blacktop, and 41 per cent had some dirt play area.

Center directors were asked to indicate which resources they were using in their programs and which they found to be their strongest program resources. While all centers had teachers, only 337 of the 350 directors indicated that they were "currently" using teachers. The wording of the instructions used the word "currently." Inasmuch as a number of directors did not receive their questionnaires until after their centers had completed their summer programs, their responses are correct, though misleading. This response bias undoubtedly permeates this portion of the data. However, these cases represent less than four per cent of the respondents.

Directors almost universally endorsed teachers and teacher aides as their strongest resources (76% and 58% respectively). Areas of less substantial agreement as being among the strongest program resources were parents (29%), volunteers (28%), community involvement (20%), recruitment (23%), cooperation of schools (47%), administration support within the center (37%), training opportunities provided (34%), library facilities (24%), materials (33%), transportation (30%), services (37%), and cultural and recreational opportunities (25%).

Table 23
Physical Facilities

	Centers	
	<u>Number</u>	<u>Per Cent</u>
Quarters occupied by the Center was a		
School building	320	91.43
Church or Sunday School	15	4.29
Parochial School Building	19	5.43
Community Center	6	1.71
Renovated Private House	4	1.14
Housing Project	1	0.29
Store Front	1	0.29
Day Care Center	3	0.86
Other	8	2.29
Spaces Used included		
Classrooms only	285	81.43
Kitchen	282	80.57
Activities Room	147	42.00
Parent's Room	53	15.14
Nurse's Room or other First-Aid Facility	198	56.57
Gymnasium	119	34.00
Outdoor Play Area	336	96.00
Other	66	18.86
Features of Outdoor Play Area		
Top of Building	0	0.00
Adjacent to Classroom at Ground Level	304	86.86
Nearby (must walk)	63	18.00
Open Fields	147	42.00
Sun and Shade Areas	267	76.29
Trees Suitable for Climbing	85	24.29
Blacktop	150	42.86
Concrete	51	14.57
Dirt	142	40.57
Grass	270	77.14
Sand	82	23.43
Stationary Outdoor Equipment	287	82.00
Portable Outdoor Equipment	127	36.29

Parents served as volunteers in about three-quarters of the centers. Other major groups of volunteers came from the neighborhood (65%) and from among teen-agers (69%). The major focus of community involvement was the appearance of newspaper stories, reported by 70 per cent of the directors. Recruiting of children was a responsibility of teachers in 90 per cent of the centers. Volunteers and social workers were recruited for nearly two-thirds of the centers. The major media for recruiting were newspaper announcements (68%), door-to-door canvassing (63%), and brochure or newsletter to parents (60%).

The use of school buildings was reported by 92 per cent of the center directors—this verifies a similar question asked elsewhere in the inventory. Other widespread use of school resources included offices (77%) and personnel (67%). The most frequently used school system personnel were teachers. Only 31 per cent of the directors did not report using teachers from the local system, either on a paid or unpaid basis.

The majority of directors stated that there was administrative support within their centers through secretarial-clerical help (73%), professionals (59%), and sharing of delegated responsibilities among the staff (53%).

In 86 per cent of the centers, training was provided for teachers. In about half of the centers, training was on-the-job. In nearly three out of four, there were university sponsored one-week orientation sessions. Another frequently used training technique was discussion groups (58%).

In two-thirds of the centers, training was offered to parents, most often in discussion groups. Similarly, training for aides was offered in 69 per cent of the centers; and for volunteers in 55 per cent of the centers.

Libraries in the Head Start Centers were most often represented by a collection of books in the classroom (81%). About a third (34%) of the centers had a professional library. A similar percentage (35%) allowed children to take books home. Somewhat more (41%) made an effort to have books with varied ethnic character.

Montessori materials were little used (16%) while home-made and commercially available materials were used in an overwhelming number of centers (87% for both types of materials).

In three-quarters of the centers, school bus transportation was available. In half, or more, of the centers, children walked to and from centers, accompanied by an adult (59%) or older child (50%).

The numbers and percentages of center directors who reported using each of the various types of resources discussed above are given in Table 24.

Fifty-six center directors (16%) did not report using the services of a physician in their programs. The other 294 centers (84%) had a doctor either regularly or intermittently. Seventy-one per cent of the centers had a nurse, while two-thirds of the centers had the services of a social worker. Slightly less than half of the centers had the services of a clinical psychologist or child psychiatrist (49%), or a dietician or nutritionist (48%). Numbers and percentages of centers using workers in the health and social service fields are shown in Table 25.

Of the health and social services and facilities used by Head Start Centers, home visits by center staff were the most common, being reported in more than four out of five of the centers. In close second place was the provision of medical examinations (79%). The only other service or facility used by more than half of the centers was cooperation with the public health department (54%) and welfare agencies (51%). Table 26 shows the numbers and percentages of centers reporting use of each type of service or facility.

The cultural and recreational resources that were most widely used were visits to parks (77%), and visits to the center by community workers, such as policemen and firemen (67%), visits to farms (66%), to zoos (57%), and to libraries (56%). Numbers and percentages of responses are shown in Table 27.

Table 24

Use of Various Types of Resources

Number Reporting Use	Percentage Reporting Use		Reported as Strongest Resources (Number/Per Cent)
337	96.3	Teachers	(266/76.0%)
335	95.4	Teacher aides	(204/58.3%)
271	77.4	Parents, as	(100/28.6%)
257	73.4	volunteers	
193	55.1	paid workers	
200	57.1	teacher aides	
29	8.3	other	
74	21.1	policy board	
157	44.9	advisory board	
166	47.4	field trip supervisors	
51	14.6	curriculum planning body	
19	5.4	other	
250	71.4	Volunteers	(97/27.7%)
226	64.6	neighborhood	
16	4.6	VISTA	
241	68.9	teen-agers (Junior and Senior High School level)	
118	33.7	college and university students	
61	17.4	social and/or philanthropic organizations	
34	9.7	scout troops, 4-H, and other youth groups	
128	36.6	professionals (volunteering their professional skills)	
81	23.1	voluntarily unemployed (retired persons, wives financially independent individuals)	
26	7.4	involuntarily unemployed individuals (persons who have not been able to find work)	
11	3.1	other	
248	70.9	Community involvement	(69/19.7%)
145	41.4	participation of community leaders (civil rights, community action, political, etc.)	
125	35.7	organized participation of neighborhood people	
135	38.6	unorganized participation of neighborhood people	
127	36.2	coordination with other community projects (NYC, Job Corps, etc.)	
71	20.3	TV coverage	
137	39.1	radio coverage	
246	70.3	newspaper stories	
142	40.6	social services provided by community organizations volunteering aid	
83	23.7	church groups	
96	27.4	other religious groups	
13	3.7	lodges	
14	4.0	military posts	
13	3.7	teen-age groups	
33	9.4	school groups	
69	19.7	fraternities and sororities	
18	5.1	neighborhood school	
91	26.0		

Table 24 (con't)

34

Number Reporting Use	Percentage Reporting Use		Reported as Strongest Resources (Number/Per Cent)
		Recruitment by	(79/22.6%)
318	90.9	teachers	
235	67.1	volunteers	
238	68.0	social workers	
59	16.9	institutions	
219	62.6	door-to-door canvassing	
171	48.9	welfare lists, etc.	
136	38.9	radio announcements	
67	19.1	TV announcements	
237	67.7	newspaper announcements	
209	59.7	brochure, newsletter to individual parents	
8	2.3	loud speaker truck	
40	11.4	other	
253	72.3	Cooperation of schools through	(166/47.4%)
322	92.0	use of buildings	
269	76.9	use of offices	
235	67.1	use of personnel	
164	46.9	local Board of Education involvement	
63	20.6	county Board of Education involvement	
240	68.6	teachers from school system	
118	33.7	curriculum supervisors	
136	38.9	consultants from school system	
134	38.3	coordinators of programs in the schools	
251	71.7	Administrative support within Center	(128/36.6%)
254	72.6	secretarial, clerical	
208	59.4	professional	
187	53.4	sharing of delegated responsibilities among staff	
15	4.3	other	
257	73.4	Training opportunities provided	(119/34.0%)
301	86.0	for teachers	
179	51.1	on-the-job	
165	47.1	by supervisors	
120	34.3	by consultants	
48	13.7	university-sponsored eight-week training sessions	
256	73.1	university-sponsored one-week orientation session	
142	40.6	lectures by specialists	
203	58.0	discussion groups	
36	10.3	other	
232	66.3	for parents	
135	38.6	on-the-job	
98	28.0	by supervisors	
79	22.6	by consultants	
13	3.7	university-sponsored eight-week training sessions	
60	17.1	university-sponsored one-week orientation session	
124	35.4	lectures by specialists	
203	58.0	discussion groups	
34	9.7	other	

Table 24 (con't)

Number Reporting Use	Percentage Reporting Use		Reported as Strongest Resources (Number/Per Cent)
194	55.4	for volunteers	
194	55.4	on-the-job	
117	33.4	by supervisors	
36	10.3	by consultants	
4	1.1	university-sponsored eight-week training sessions	
25	7.1	university-sponsored one-week orientation session	
58	16.6	lectures by specialists	
124	35.4	discussion groups	
16	4.6	other	
240	68.6	for aides	
238	68.0	on-the-job	
170	48.6	by supervisors	
76	21.7	by consultants	
25	7.1	university-sponsored eight-week training sessions	
132	37.7	university-sponsored one-week orientation session	
90	25.7	lectures by specialists	
154	44.0	discussion groups	
24	6.9	other	
251	71.7	Library facilities	(83/23.7%)
284	81.1	classroom libraries	
119	34.0	professional library	
40	11.4	other	
123	35.1	books for children to take home	
144	41.1	books with varied ethnic characters	
263	75.1	Materials	(115/32.9%)
55	15.7	Montessori materials	
305	87.1	"home-made" materials (made by teachers, aides, mothers, etc.)	
305	87.1	commercially available materials	
253	72.3	Transportation, by	(103/29.4%)
96	27.4	car pools	
263	75.1	school bus	
12	3.4	taxi	
205	58.6	walking, accompanied by an adult	
168	48.0	parent	
90	25.7	volunteer	
175	50.0	walking, accompanied by older child	

Table 25

Use of Workers in the Health and Social Service Professions

Profession	Number of Centers Reporting Use	Percentage of Centers Reporting Use
Physician	294	84.0
Nurse	250	71.4
Public Health Nurse	194	55.4
Medical Volunteers	70	20.0
Clinical Psychologist or Child Psychiatrist	170	48.6
Medical Consultants	79	22.6
Speech Therapist	127	36.3
Dietician or Nutritionist	167	47.7
Public Health Nutritionist	22	6.3
Psychiatric Social Worker	31	8.9
Social Worker	233	66.6

Table 26

Use of Health and Social Services and Facilities

Service or Facility	Number of Centers Reporting Use	Percentage of Centers Reporting Use
Clinics	136	38.9
Laboratory Services	126	36.0
Public Health Department	189	54.0
Cooperation from Medical School	16	4.6
Child Guidance Clinic	43	12.3
Speech Therapy Clinic	43	12.3
Mental Health Clinic	49	14.0
Family Agencies	91	26.0
Cooperation from Agricultural School	11	3.1
Welfare Agencies	179	51.1
VISTA	20	5.7
Employment Agencies	31	8.9
Medical Examinations	278	79.4
Purchase and Fitting Corrective Devices	132	37.7
Health Evaluations	156	44.6
Job-Retraining Programs	12	3.4
Adult Education Programs	77	22.0
Home Visits by:		
Teachers	282	80.6
Aides	190	54.3
Social Workers	254	72.6
Other	105	30.0

ORIENTATION AND GOALS OF HEAD START PROGRAMS

Three sets of questions explored the orientation and goals accepted for Head Start programs by center directors. In the first set, 24 statements regarding the basic problems of disadvantaged pre-schoolers and appropriate programs for those children were presented. Directors were requested to check those statements which represented their points of view. Half of the statements were agreed to by more than half of the respondents. More than four out of five center directors agreed that

"Attention to family needs is all-important because whatever affects the family affects the child."

"The child's environment must be made friendly toward, and understanding of, the school's efforts and goals."

"A program should, first of all, take care of physical needs (feeding the children properly, providing adequate medical care, etc.)."

"The learning process in young children is largely one of interaction with other human beings."

On the other hand, only six per cent agreed that "the necessary preschool experience for disadvantaged children is predominantly academic-preparatory."

Center directors were consistent in generally agreeing (73%) that, "Because of powerful effects of environment, the deprived child is fundamentally different in language and values from the middle-class child," while generally rejecting (19% agree) the idea that "Middle-class goals and standards should be abandoned in dealing with children of the poor." At the same time two out of three agreed that, "Poor children have cultural standards and strengths of their own, which should be cultivated and exploited"; and only one out of three agreed that "'Success' for the child of the poor means being able to survive in a middle-class world."

Response patterns to statements related to curriculum orientation were rather consistent. They reveal a preference for a supportive, unstructured, socialization program rather than a structured, informational program. More than two out of three agreed with these three statements:

"A pre-school program for disadvantaged youngsters should be principally a 'get-ready' experience—time to adjust to routines and become familiar with the tools of learning before entering the formal school setting." (75%)

"The interaction between the teacher and the child provides the learning experience for the child." (71%)

"The most important ingredient of a successful program for pre-school is people." (69%)

And, substantially smaller percentages agreed with these statements implying a more rigid program:

"A pre-school program for disadvantaged pre-schoolers should be highly specialized, aiming to counteract or compensate for the child's environment." (43%)

"It is through organized and systematic stimulation, through a structured and articulated learning program that a child is best prepared for the demands of school." (36%)

"Enrichment of experience is not sufficient to enable the culturally disadvantaged child to overcome his backwardness in skills necessary for later academic success. What is necessary is selecting specific and significant educational objectives and teaching them in the most direct manner possible." (27%)

"The necessary pre-school experience for disadvantaged children is predominantly academic-preparatory." (6%)

Table 28 presents the 24 statements on program orientation and the percentage of center directors who agreed with each statement.

A number of center directors volunteered additional statements to express their views.

From Kentucky: "The teachers and aides must or should understand the disadvantaged child. They [the children] are smarter than you think and can read you."

Table 27

Use of Cultural and Recreational Resources

	Number of Centers Reporting Use	Percentage of Centers Reporting Use
Variety of Cultural Groups in Area	44	12.6
Parks	268	76.6
Woodlands	141	40.3
Museums	128	36.6
Libraries	197	56.3
Farms	230	65.7
Industries	140	40.0
Zoo	199	56.9
Seashore, Waterfront, or Lakefront	111	31.7
Musical Performance	84	24.0
Children's Plays	94	26.9
Visits to Center by Community Workers (Policemen, Firemen, etc.)	236	67.4
Visits to Center by Neighborhood Tradesmen (Carpenter, Cook, etc.)	110	31.4
Other	50	14.3

Table 28

Agreement with Statements of Program Orientation

Center Directors
AgreeingNumber Per CentStatement

299	85.43	Attention to family needs is all-important because whatever affects the family affects the child.
285	81.43	The child's environment must be made friendly toward, and understanding of, the school's efforts and goals.
282	80.57	A program should, first of all, take care of physical needs (feeding the children properly, providing adequate medical care, etc.).
281	80.29	The learning process in young children is largely one of interaction with other human beings.
269	76.86	Successful teaching depends upon small class size and the maintaining of a low adult-to-child ratio.
264	75.43	A pre-school program for disadvantaged youngsters should be principally a "get-ready" experience — time to adjust to routines and become familiar with the tools of learning before entering the formal school setting.
263	75.14	The principal deficiency of the child from a disadvantaged background is the lack of familiarity with school-related objects and activities — books, pencils, etc. — following directions, etc.
254	72.57	Because of powerful effects of environment, the deprived child is fundamentally different in language and values from the middle-class child.
248	70.86	The interaction between the teacher and the child provides the learning experience for the child.
241	68.86	The most important ingredient of a successful program for pre-school children is <u>people</u> .
233	66.57	Poor children have cultural standards and strengths of their own, which should be cultivated and exploited.
185	52.86	Teaching materials made by the teacher, the aides, or the children are usually more effective than standard, pre-prepared materials.

Table 28 (con't.)

Center Directors
Agreeing

<u>Number</u>	<u>Per Cent</u>	<u>Statement</u>
168	48.00	A pre-school program for children from a deprived background should be principally supplementary, in terms of what the child already knows.
156	44.57	Pre-school children need learning experiences which are different from those appropriate to kindergarten children.
150	42.86	A pre-school program for disadvantaged pre-schoolers should be highly specialized, aiming to counteract or compensate for the child's environment.
127	36.29	The child of the poor, at this age, is not very different from a middle-class child of the same age.
127	36.29	It is through organized and systematic stimulation, through a structured and articulated learning program that a child is best prepared for the demands of school.
118	33.71	"Success" for the child of the poor means being able to survive in a middle-class world.
99	28.29	Structure is critical to efficient learning.
96	27.43	Enrichment of experience is not sufficient to enable the culturally disadvantaged child to overcome his backwardness in skills necessary for later academic success. What is necessary is selecting specific and significant educational objectives and teaching them in the most direct manner possible.
72	20.57	Teenagers are often more successful than the best adult teachers in teaching pre-school children with a minimum of formal instruction.
67	19.14	Middle-class goals and standards should be abandoned in dealing with the children of the poor.
22	6.29	The necessary pre-school experience for disadvantaged children is predominantly academic-preparatory.

The concern for development of adequate self-image is expressed in these statements, two from large city centers on the East and West coasts, and one from a small town in the mid-South:

"The foundation of a pre-school program is a prepared (structured) environment where the teacher functions as the mediator of the environment. The program goal is to develop in the child respect for self and others, autonomy, initiative, concentration, perception and communication skills, and a love of learning."

"The most important function of a pre-school program for any child is to create an atmosphere in which he can improve his self-image. The emphasis should be on personal experiences encouraging his curiosity and desire to learn. A sensitive teacher—aware of the needs of children this age and their capabilities—is essential."

"Provide many opportunities for the child to 'meet with success'. Do not let the child become bored. Be on the alert for the five year old who has been 'mother or father' for younger children and do not make the program too simple or childlike for them."

The second set of items, titled "Program Focus" asked center directors to indicate which of 17 phrases they found adequate to describe their programs. Three out of four directors agreed that their programs were "child-centered" (87%), "whole-child oriented" (80%), and "social-experience oriented" (75%). The only other majority agreement was to the phrase "self-concept oriented" (53%).

Reinforcing the pattern shown in the orientation statements discussed above, fewer than one-fifth of the directors felt their programs could be described as "reading-readiness oriented" (20%), "teacher-centered" (17%), "task-oriented" (15%), "Montessori" (10%), "academically-oriented" (7%), or "no-nonsense" (6%).

Table 29 shows the number and percentages of center directors who agreed with each program focus description.

Table 29

Agreement With Statements of Program Focus

Agreement		
<u>Number</u>	<u>Per Cent</u>	
305	87.14	child-centered
279	79.71	the "whole child" oriented
261	74.57	social-experience oriented
186	53.14	self-concept-oriented
151	43.14	family centered
136	38.86	language centered
107	30.57	concept-oriented
97	27.71	mental health oriented
79	22.57	parent centered
73	20.86	materials centered
70	20.00	reading readiness-oriented
60	17.14	teacher centered
51	14.57	task-oriented
34	9.71	Montessori
26	7.43	academically-oriented
20	5.71	no-nonsense
12	3.43	other

POSTLUDE

Almost without exception, center directors were proud of the results of their programs. They felt that they had led children and parents to change in ways that were beneficial. From a north Florida center, this comment:

"Our Center, in my opinion, had one of the most successful programs for the children, teachers, aides, and parents that I could imagine in our community. We were fully integrated with teachers, aides, parents, and students, as well as administratively. We had no problems between Negroes and whites."

And from the Midwest, this poignant description:

"I would like to tell you about just one child: 4/18/60 was his birth date. [This report was August 1966, the child's age was then 6 years, 4 months.] He was over-protected and did not learn to walk until about one and a half years old. He had a back yard fence and was kept inside with no one to play with. His conversation was very limited. After eight weeks, he runs plays, talks and has improved so very much. He loved all the people involved. He does not speak plainly but he tries, and is not afraid of people. His parents are happy people. They learned too."

DEPARTMENT OF EDUCATION
BUREAU OF TECHNICAL EDUCATION
BUREAU OF VOCATIONAL EDUCATION

Center No. _____

Director of Child Development Center

Center Name _____

Center Address _____

Number of classes in center _____

Number of professional staff (paid) _____

Number of teachers _____

Number of nurses _____

Number of administrators _____

Number of social workers _____

Number of other (specify) _____

Appendix

Number of other staff (not paid) _____

*From the neighborhood served by the Center --

Adult, professional *				
Adult, non-professional *				
College				
Teenage				
Other (specify)				

From the larger community --

Adult, professional				
Adult, non-professional				
College				
Teenage (Junior and Senior High School Level)				
Other (specify)				

Teacher-to-child ratio in classrooms: _____

Teacher-to-child ratio including aides: _____

Length of program in weeks: _____

Date of completion of this survey: _____

Month	Day	Year

Average length of children's enrollment at time survey completed (in weeks): _____

* "Professional" refers to those staff members with specific college or professional training for the positions they occupy in the Center.

OFFICE OF ECONOMIC OPPORTUNITY
PROJECT HEAD START
CENTER FACILITIES AND RESOURCES INVENTORY

Grant No. Center No.

Director of Child Development Center _____

Center Name _____ Grantee Name _____

Center Address _____ Del. Agency _____

Number of classes in Center Number of children in Center

Number of professional * staff (paid):

Number of teachers

Number of nurses

Number of administrators

Number of Social Workers

Number of other (Specify) _____

Number of other staff (not paid):

From the neighborhood served by the Center --

adult, professional *

adult, non-professional +

college

teen-age

other (Specify) _____

From the larger community --

adult, professional

adult, non-professional

college

teen-age (Junior and Senior High School Level)

other, (Specify) _____

Teacher-to-child ratio in classrooms: 1 to

Teacher-to-child ratio including aides: 1 to

Length of program in weeks:

Date of completion of this survey:

Month	Day	Year

Average length of children's enrollment at time survey completed (in weeks):

* "Professional" refers to those staff members with specific college or professional training for the positions they occupy in the Center.

+ All workers other than professionals. Examples are: teacher aide, cook, bus driver, janitor.

1. Type of quarters occupied by Center: Check (✓) all applicable items

- ☐ school building
- ☐ church or Sunday school
- ☐ parochial school building
- ☐ community center
- ☐ renovated private house
- ☐ housing project
- ☐ store front
- ☐ day care center
- ☐ other (Specify) _____

2. Type of spaces used in the program: Check (✓) all applicable items.

- ☐ classrooms only
- ☐ kitchen
- ☐ activities room
- ☐ parent's room
- ☐ nurses's room or other first-aid facility
- ☐ gymnasium
- ☐ outdoor play area
- ☐ other (Specify) _____

3. Outdoor play area: Check (✓)

- ☐ is on top of a building
- ☐ is adjacent to classroom at ground level
- ☐ is nearby (requires a walk)
- ☐ has open fields
- ☐ has sun and shade areas
- ☐ has trees suitable for climbing
- ☐ other (Specify) _____

4. Principal surfaces of outdoor play area are: Check (✓)

- ☐ blacktop
- ☐ concrete
- ☐ dirt
- ☐ grass
- ☐ sand
- ☐ other (Specify) _____

5. Outdoor equipment is: Check (✓)

- ☐ stationary
- ☐ portable

6. The teachers in the Center were selected by: Check (✓)

- ☐ Center Director
- ☐ local school board
- ☐ poverty council
- ☐ parents' council
- ☐ curriculum director
- ☐ Board of Health
- ☐ Board of Education
- ☐ Social Service agency
- ☐ other (Specify) _____

7. Ages of children served by the Center: (Please indicate number of boys and number of girls for each age category.)

0 - 5 months	No. boys				No. girls			
6 months - 11 months	No. boys				No. girls			
1 yr. - 1 yr. 5 mo.	No. Boys				No. girls			
1 yr. 6 mo. - 1 yr. 11 mo.	No. boys				No. girls			
2 yrs. - 2 yrs. 5 mo.	No. boys				No. girls			
2 yrs. 6 mo. - 2 yrs. 11 mo.	No. boys				No. girls			
3 yrs. - 3 yrs. 5 mo.	No. boys				No. girls			
3 yrs. 6 mo. - 3 yrs. 11 mo.	No. boys				No. girls			
4 yrs. - 4 yrs. 5 mo.	No. boys				No. girls			
4 yrs. 6 mo. - 4 yrs. 11 mo.	No. boys				No. girls			
5 yrs. - 5 yrs. 5 mo.	No. boys				No. girls			
5 yrs. 6 mo. - 5 yrs. 11 mo.	No. boys				No. girls			
6 yrs. and over	No. boys				No. girls			

8. Children served by this Center are from these areas: Check (✓) all applicable items:

Urban

- ☐ large metropolitan (over 500,000)
☐ small city (100,000 to 500,000)

Rural

- ☐ farm
☐ small town
☐ mountain community
☐ migrant
☐ other (Specify) _____

9. Children served by this Center are (these are not mutually exclusive categories -- some children will fit into several): Check (✓)

a. ☐ English speaking	No. of all children in program			
☐ non-English speaking	No. of all children in program			
b. ☐ White	No. of all children in program			
☐ Negro	No. of all children in program			
☐ Indian	No. of all children in program			
☐ Eskimo	No. of all children in program			
☐ Oriental	No. of all children in program			
c. ☐ Puerto Rican	No. of all children in program			
☐ Mexican-American	No. of all children in program			
d. ☐ Other (Specify) _____	No. of all children in program			

10. RESOURCES

Following is a list of resources often utilized in Head Start program. Place a check (✓) beside any which you are currently utilizing. PLACE A ☒ ☒ ☒ DOUBLE CHECK BESIDE THOSE HEADINGS WHICH YOU SEE AS YOUR STRONGEST PROGRAM RESOURCES

a. Teachers

b. Teacher aides

c. Parents, as

- ☐ volunteers
- ☐ paid workers
- ☐ teacher aides
- ☐ other (specify) _____
- ☐ policy board
- ☐ advisory board
- ☐ field trip supervisors
- ☐ curriculum planning body
- ☐ other (Specify) _____

d. volunteers

- ☐ neighborhood
- ☐ VISTA
- ☐ teen-agers (Jr. and Sr. High School level)
- ☐ college and university students
- ☐ social and/or philanthropic organizations
- ☐ scout troops, 4-H and other youth groups
- ☐ professionals (volunteering their professional skills)
- ☐ Voluntarily unemployed (retired persons, wives, financially independent individuals)
- ☐ Involuntarily unemployed individuals (persons who have not been able to find work)
- ☐ other (Specify) _____

e. community involvement

- ☐ participation of community leaders (civil rights, community action, political, etc.)
- ☐ organized participation of neighborhood people
- ☐ unorganized participation of neighborhood people
- ☐ coordination with other community projects (NYC, Job Corps, etc.)
- ☐ TV coverage
- ☐ Radio coverage
- ☐ Newspaper stories
- ☐ social services provided by community
- ☐ organizations volunteering aid
 - ☐ church groups
 - ☐ other religious groups
 - ☐ lodges
 - ☐ military posts
 - ☐ teen-age clubs
 - ☐ school groups
 - ☐ fraternities and sororities
 - ☐ neighborhood school

f. recruitment by

RESOURCES (CON'T)

Place a check ☒ beside any resource you are currently utilizing. (PLACE A DOUBLE CHECK ☒ BESIDE THOSE HEADINGS WHICH YOU SEE AS YOUR STRONGEST PROGRAM RESOURCES)

- ☐ teachers
☐ volunteers
☐ social workers
☐ institutions (Specify) _____
- ☐ door to door canvassing
☐ welfare lists, etc.
☐ radio announcements
☐ TV announcements
☐ newspaper announcements
☐ brochure, newsletter to individual parents
☐ loud speaker truck
☐ other (Specify) _____
- g. cooperation of schools through : ☐ ☐

	<u>PAID</u>	<u>UNPAID</u>
☐ use of buildings	☐	☐
☐ use of offices	☐	☐
☐ use of personnel	☐	☐
☐ local Board of Education involvement	☐	☐
☐ county Board of Education involvement	☐	☐
☐ teachers from school system	☐	☐
☐ curriculum supervisors	☐	☐
☐ consultants from school system	☐	☐
☐ coordinators of programs in the schools	☐	☐
- h. administrative support within Center ☐ ☐

☐ secretarial, clerical	☐	☐
☐ professional	☐	☐
☐ sharing of delegated responsibilities	☐	☐
☐ among staff	☐	☐
☐ other (Specify) _____	☐	☐
- i. training opportunities provided ☐ ☐

☐ for teachers	☐	☐
☐ on-the-job	☐	☐
☐ by supervisors	☐	☐
☐ by consultants	☐	☐
☐ university-sponsored eight-week training sessions	☐	☐
☐ university-sponsored one-week orientation session	☐	☐
☐ lectures by specialists	☐	☐
☐ discussion groups	☐	☐
☐ other (Specify) _____	☐	☐

RESOURCES (CON'T)

Place a check ☒ beside any resource you are currently utilizing. PLACE A DOUBLE CHECK ☒ ☒ BESIDE THOSE HEADINGS WHICH YOU SEE AS YOUR STRONGEST PROGRAM RESOURCES.

- ☐ for parents
- ☐ on-the-job
- ☐ by supervisors
- ☐ by consultants
- ☐ university-sponsored eight-week training sessions
- ☐ university-sponsored one-week orientation session
- ☐ lectures by specialists
- ☐ discussion groups
- ☐ other (Specify) _____

- ☐ for volunteers
- ☐ on-the-job
- ☐ by supervisors
- ☐ by consultants
- ☐ university-sponsored eight-week training sessions
- ☐ university-sponsored one-week orientation session
- ☐ lectures by specialists
- ☐ discussion groups
- ☐ other (Specify) _____

- ☐ for aides
- ☐ on-the-job
- ☐ by supervisors
- ☐ by consultants
- ☐ university-sponsored eight-week training sessions
- ☐ university-sponsored one-week orientation session
- ☐ lectures by specialists
- ☐ discussion groups
- ☐ other (Specify) _____

j. library facilities ☐ ☐

- ☐ classroom libraries
- ☐ professional library
- ☐ other (Specify) _____
- ☐ books for children to take home
- ☐ books with varied ethnic characters

k. materials ☐ ☐

- ☐ Montessori materials
- ☐ "home-made" materials (Made by teachers, aides, mothers, etc.)
- ☐ commercially available materials

l. transportation, by ☐ ☐

- ☐ car pools
- ☐ school bus
- ☐ taxi
- ☐ walking, accompanied by a adult
- ☐ parent
- ☐ volunteer
- ☐ walking, accompanied by older child

RESOURCES (CON'T)

Place a check ☒ beside any resource you are currently utilizing. (PLACE A DOUBLE CHECK ☒☒ BESIDE THOSE HEADINGS WHICH YOU SEE AS YOUR STRONGEST PROGRAM RESOURCES)

m. services ☐	<u>Regularly Scheduled</u>	<u>Intermittent</u>
☐ doctor	☐	☐
☐ nurse	☐	☐
☐ Public Health Nurse	☐	☐
☐ medical volunteers	☐	☐
☐ clinical psychologist or child psychiatrist	☐	☐
☐ medical consultants	☐	☐
☐ speech therapist	☐	☐
☐ dietician or nutritionist	☐	☐
☐ Public Health nutritionist	☐	☐
☐ psychiatric social worker	☐	☐
☐ social worker	☐	☐
☐ clinics	☐	☐
☐ laboratory services	☐	☐
☐ Public Health Department	☐	☐
☐ cooperation from medical school	☐	☐
☐ child guidance clinic	☐	☐
☐ speech therapy clinic	☐	☐
☐ mental health clinic	☐	☐
☐ family agencies	☐	☐
☐ cooperation from agricultural school	☐	☐
☐ welfare agencies	☐	☐
☐ VISTA	☐	☐
☐ Employment Agency	☐	☐
☐ medical examinations	☐	☐
☐ purchase and fitting of corrective devices (glasses, braces, etc.)	☐	☐
☐ health evaluations	☐	☐
☐ job-retraining programs	☐	☐
☐ adult education programs	☐	☐
☐ home visits by	☐	☐
☐ teachers		
☐ aides		
☐ social workers		
☐ other (Specify) _____		

n. cultural and recreational ☐

☐ variety of cultural groups in area (e.g., Chinese, Polish, etc.)
☐ parks
☐ woodlands
☐ museums
☐ libraries
☐ farms
☐ industries
☐ zoo
☐ seashore, waterfront or lakefront
☐ musical performances
☐ children's plays
☐ visits to Center by community workers (policemen, firemen, etc.)

RESOURCES (CON'T)

Place a check (✓) beside any resource you are currently utilizing. (PLACE A DOUBLE CHECK ☒ ☒ BESIDE THOSE HEADINGS WHICH YOU SEE AS YOUR STRONGEST PROGRAM RESOURCES)

☐ visits to Center by neighborhood tradesmen (carpenter, cook, etc.)
☐ other (Specify) _____

11. CRITERIA FOR TEACHER SELECTION

Following are some criteria which have been mentioned by directors of child development programs as being important in selecting teachers. Please place a check (✓) beside those you consider important in a teacher. (PLACE A DOUBLE CHECK ☒ ☒ BESIDE THOSE YOU CONSIDER CRITICAL.)

A good teacher should:

- ☐ have training in work with the poor
- ☐ have experience in work with the poor
- ☐ have training in work with nursery school-age children
- ☐ have experience in work with nursery school-age children
- ☐ have experience in work with deprived youngsters
- ☐ be enthusiastic
- ☐ be informed
- ☐ be able to handle discipline problems without getting flustered
- ☐ be uninhibited
- ☐ be certified
- ☐ be familiar with the values and patterns of the sub-culture(s) from which the children come
- ☐ be affectionate and warm
- ☐ be interested in working with parents
- ☐ be able to manage without much supervision
- ☐ speak the language of the child
- ☐ be well-adjusted
- ☐ be firm, but gentle
- ☐ be good at making do with materials at hand
- ☐ be flexible enough to be retrained
- ☐ be able to utilize supervision well
- ☐ have a thorough understanding of child development
- ☐ other (Specify) _____

12. ORIENTATION

The following are some statements which directors of child development programs have made in an attempt to communicate 1) their understanding of the basic problems of disadvantaged pre-schoolers, and 2) their feelings regarding appropriate programs for these children. Please place a check (✓) beside statements which represent your orientation. If none of these represent your point of view, or if you wish to add to or qualify some points, please feel free to elaborate in the space provided at the end of this section.

- _____ The child of the poor, at this age, is not very different from a middle class child of the same age.
- _____ The principal deficiency of the child from a disadvantaged background is the lack of familiarity with school-related objects and activities -- books, pencils, etc. -- following directions, etc.
- _____ Because of powerful effects of environment, the deprived child is fundamentally different in language and values from the middle-class child.
- _____ Attention to family needs is all-important because whatever affects the family affects the child.
- _____ Pre-school children need learning experience which are different from those appropriate to kindergarten children.
- _____ The child's environment must be made friendly toward, and understanding of, the schools' efforts and goals.
- _____ "Success" for the child of the poor means being able to survive in a middle-class world.
- _____ The learning process in young children is largely one of interaction with other human beings.
- _____ Poor children have cultural standards and strengths of their own, which should be cultivated and exploited.
- _____ The interaction between the teacher and the child provides the learning experience for the child.
- _____ Middle-class goals and standards should be abandoned in dealing with the children of the poor.
- _____ A program should, first of all, take care of physical needs (feeding the children properly, providing adequate medical care, etc.)
- _____ Successful teaching depends upon small class size and the maintaining of a low adult-to-child ratio.
- _____ Teenagers are often more successful than the best adult teachers in teaching pre-school children with a minimum of formal instruction.
- _____ The most important ingredient of a successful program for pre-school children is people.
- _____ Teaching materials made by the teacher, the aides, or the children are usually more effective than standard, pre-prepared materials.
- _____ Structure is critical to efficient learning.
- _____ Enrichment of experience is not sufficient to enable the culturally disadvantaged child to overcome his backwardness in skills necessary for later academic success. What is necessary is selecting specific and significant educational objectives and teaching them in the most direct manner possible.

- _____ A pre-school program for disadvantaged pre-schoolers should be highly specialized, aiming to counteract or compensate for the child's environment.
- _____ The necessary pre-school experience for disadvantaged children is predominantly academic-preparatory.
- _____ A pre-school program for children from a deprived background should be principally supplementary, in terms of what the child already knows.
- _____ It is through organized and systematic stimulation, through a structured and articulated learning program that a child is best prepared for the demands of school.
- _____ A pre-school program for disadvantaged youngsters should be principally a "get-ready" experience -- time to adjust to routines and become familiar with the tools of learning before entering the formal school setting.

_____ Other (Specify) _____

13. PROGRAM FOCUS

The following are some terms which have been used by directors to characterize their programs. Please check (✓) any which you find adequate to describe your program, or add a more appropriate term below.

- _____ parent centered
- _____ child centered
- _____ family centered
- _____ teacher centered
- _____ materials centered
- _____ task-oriented
- _____ no-nonsense
- _____ mental health oriented
- _____ Montessori
- _____ language centered
- _____ social-experience oriented
- _____ concept-oriented
- _____ academically-oriented
- _____ reading readiness-oriented
- _____ self-concept-oriented
- _____ the "whole child" oriented
- _____ other (Specify) _____

14. EDUCATIONAL GOALS

If a visitor were to observe a child who had participated in your program, which items of the following would you be most interested in seeing him observe as the result of your program (assuming ideal results, of course)

- participation in group activities
- trust of adults
- familiarity with books, paper, crayons, pencils, etc.
- observing safety habits
- going to the toilet alone
- tidiness
- handling books carefully
- enjoying stories
- standing up for his own rights
- reading
- speaking more
- solving problems
- using what he knows more effectively
- thinking logically
- speaking clearly
- identifying cause-effect relationships
- enjoying other children
- accepting new people without fear
- taking turns
- feeling secure in a school situation
- caring for and picking up materials
- following directions
- putting on and taking off his own wraps
- completing a task before starting another
- observing good health practices
- relying on verbal communication more than on gesture
- working and playing cooperatively
- respecting the right of others
- sharing ideas and materials
- using good table manners
- working independently
- leading effectively
- following effectively
- accepting group decisions
- expressing his negative feelings
- expressing his positive feelings
- being confident of himself
- accepting authority